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ABSTRACT

A set of seven teacher-prepared Learning Activity Packages for individualized instruction in world history at the tenth grade level includes the following units: Early Man and the Beginning of Civilization; Our Heritage from Greece and Rome; Life in the Middle Ages; The Renaissance and the Reformation; The Age of Revolution; The World at War; and Totalitarianism. The materials, written at 10th grade level, are for students who need help on basic skills, and who plan to enroll in vocational courses, business courses, or non-technical school courses. Each unit contains a rationale, a list of behavioral objectives, resources (assigned textbook readings and suggested film strips), activities, self-evaluation tests and suggestions for advanced study. (KSM)

ED 092450

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LEARNING ACTIVITY PACKAGE

Early Man And Beginning Of Civilization

S0007557

Ninety Six High School
Ninety Six, S.C.

SOCIAL STUDIES 101

REVIEWED BY J.D.R

LAP NUMBER 10

WRITTEN BY Tommy Campbell

51773

1. You selected the level on which you wish to work. In selecting that level you automatically agree you will perform satisfactorily on that level.

2. You are urged to work on the highest level of your ability. If you are making less than A in your work, you will be encouraged to work up towards that level. You will be required to spend the allotted time on a LAP before going to the next LAP. If you have proven your ability to work on a higher level, you may request to move to a higher level.

3. Those students working on level 4 and achieving an "A" average may move from LAP to LAP as rapidly as they wish and receive a units credit when the required work is complete. When a student completes the LAP in one unit area, he will automatically start on the LAPs in the next grade level of that subject.

4. No student may advance faster than the allotted time except that covered in the items above. Students are encouraged to do better work in the levels of their selection or move to the next higher level.

5. You must satisfactorily complete all LAPs listed below to receive a unit credit in the subject.

6. Your parents will be mailed a Deficiency Notice when you:
(a) recycle three times on any test, (b) fail to move into the next LAP within 2 weeks of the date specified, (c) consistently turn in work which is unsatisfactory for your level.

7. You will automatically be dropped to the next lower level when:
(a) you fall one full LAP behind, (b) three Deficiency Notices have been sent.

SUBJECT & LEVEL Social Studies 102

LAP No.	TITLE OR DESCRIPTION	SUGGESTED TIME	STARTED	COMPLETED
10	Early Man & Begin. of Civ.	5 weeks		
11	Our Heritage From Greece and Rome	5 weeks		
12	Life In Middle Ages	5 weeks		
13	The Renaissance & The Reformation	5 weeks		
14	The Age of Revolution	5 weeks		
15	The World At War	5 weeks		
16	Totalitarianism	5 weeks		

RATIONALE

Most of our knowledge of mankind comes from our relatively short period of historic, or recorded time. However, men were living on earth for hundreds of thousands of years before they invented writing. Important advancements were made during this time and we learn about them through archeological study of fossils and other artifacts.

The early civilizations of Egypt, India, China, and the Fertile Crescent were the beginnings of civilized people. You will study these civilizations in detail as you begin your study of man and his history.

Resources Section I

Books:

(HD) (AWH-MAN) A World History - Men and Nations, Mazour
pp. 5-15 and pp. 618-620

Filmstrips:

(LIB) "Darwin Discovers Nature's Plan" (Life)

(LIB) "The Birthplaces of Civilization" 10572 C-Si

(LIB) "The Growth of Society" (Life)

(LIB) "The Rise of Settled Village Life" 10572 C-Si

(LIB) "Prehistoric Man - Dawn of Civilization" 37-A Eye-Gate

Section I The Creation of the World and of Man

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe and locate the types of early man.

ACTIVITIES FOR OBJECTIVE I:

The following pages to be studied and exercises to be worked out will help you to achieve this first Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) After studying pp. 5-15 give a good definition of the following:

   a) prehistoric
   b) archeologists
   c) artifacts
   d) culture
   e) nomads
   f) civilization
   g) castings
   h) alloy
   i) forge
   j) artisans
   k) lunar months

2. (AWH-MAN) You will draw, color, and label the map on page 7 of your text. Indicate where the following types of early man lived.

   a) East Africa Man
   b) Java man
   c) Neanderthal man
   d) Cro-Magnon man
   e) Peking man

3. (AWH-MAN) After studying pp. 5-10, you will be able to give the general characteristics and appearances of the five types of early man.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the four great river valley civilizations.

ACTIVITIES FOR OBJECTIVE II:

The following pages to be studied and exercises to be worked out will help you to achieve this Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 11-13 and see how these early men learned to use metals.

2. (AWH-MAN) Study page 13 and learn about the development of irrigation, government, and cities.

3. (AWH-MAN) Read pp. 13-15 and learn about the invention of the calendar and of writing.

4. (AWH-MAN) You will draw, color, and label the map on page 12 of your text which shows the four early river valley civilizations.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain Darwin's theory of evolution.

ACTIVITIES FOR OBJECTIVE III:

The following pages to be studied and exercises to be worked out will help you to achieve this Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 618-620 and learn the principles of Darwin's theory of evolution.

2. (AWH-MAN) View the filmstrip "Darwin Discovers Nature's Plan".

Self-Evaluation 1

I. Matching:

_____ 1.	prehistoric	a) class of skilled workers
_____ 2.	artifacts	b) advanced form of culture
_____ 3.	artisans	c) the time from one new moon to another
_____ 4.	lunar month	d) time before written history
_____ 5.	civilization	e) things made by human skill

II. Fill in the blanks:

6. _____ developed the theory of "survival of the fittest".

7. The _____ was the four glacial periods that lasted from 10,000 to 50,000 years.

8. _____ are the scientists who study prehistoric man.

9. - 12.

Name the four great river valley civilizations:

1.

2.

3.

4.

Resources

Books:

(HD) (AWH-MAN) A World History - Men and Nations, Mazour pp. 17-33

Filmstrips:

(LIB) "The Rise of Egyptian Civilization" 10576 C-Si

(LIB) "Egypt, Land of the Nile" 37-B Eye-Gate

(LIB) "Early Civilization" 9.30

Section II The Early Egyptian Civilization

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the natural advantages of the Egyptian civilization.

ACTIVITIES FOR OBJECTIVE I:

The following pages to be studied and exercises to be worked out will help you to achieve this first Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Read pp. 18-21 and learn definitions for the following:

   a) oasis
   b) potter's wheel
   c) hieroglyphic
   d) Rosetta Stone
   e) kingdom

2. (AWH-MAN) Study pp. 18-20 and see how Egypt prospered because of its position on the Nile River and other natural resources.

3. (AWH-MAN) You will draw, color, and label the map on page 20 of your text. This shows ancient Egypt before 3,000 B. C.

4. (AWH-MAN) Study page 21 and learn about the steps toward civilization including the development of resources and the invention of writing.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the long, impressive history of Ancient Egypt.

ACTIVITIES FOR OBJECTIVE II:

The following pages to be studied and exercises to be worked out will help you to achieve this Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Read pp. 23-28 and identify the following:

   a) Menes
   b) pharaoh
   c) autocrat
   d) dynasty
   e) Hyksos
   f) Hutshepsut
   g) Thutmose II
   h) monotheism

2. (AWH-MAN) Study page 23 and see how Upper and Lower Egypt was united.

3. (AWH-MAN) Study page 23 and learn about the period known as the Old Kingdom (2,800-2,250 B. C.)

4. (AWH-MAN) Read pp. 23-24. You will find an explanation of the period known as the Middle Kingdom. (2000 - 1780 B. C.)

5. (AWH-MAN) Study pp. 24-28 and learn about the rule of the pharaohs during the Empire. (1550 - 1085 B. C.)

6. (AWH-MAN) You will draw, color, and label a map on page 27 of your text showing the Egyptian Empire about 1450 B. C.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the culture of Ancient Egypt.

ACTIVITIES FOR OBJECTIVE III:

The following pages to be studied and exercises to be worked out will help you to achieve this Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 28-29 and learn about the farming and trade of the Egyptians.

2. (AWH-MAN) Study page 29 and be able to discuss the Egyptian social classes

3. (AWH-MAN) Study pp. 29-32 and learn about architecture, engineering, and the arts of the Egyptian civilization.

4. (AWH-MAN) Read pp. 32-33 and learn about science and education of the Egyptians.

5. (AWH-MAN) Study page 33 and learn about the beliefs of the religion including the idea of an afterlife.

Self Evaluation II

True of False:

_____ 1. Egypt is probably the best known of the ancient river-valley civilizations.

_____ 2. The Rosetta Stone was found by the English Army.

_____ 3. The Hyksos conquered the Nile Delta.

_____ 4. The women of Egypt were the worst treated of any of the early civilizations.

_____ 5. Menes united Upper and Lower Egypts.

_____ 6. Hatshepsut, an Egyptian pharaoh, is believed to be the first woman in history about whom a great deal is known.

_____ 7. A dynasty is a family of rulers.

_____ 8. Monotheism is the religion of many gods.

_____ 9. The Egyptians provided for practically no education.

_____ 10. Amen-Ra was the sun god.

Resources Section III

Books:

(HD) (AWH-MAN) A World History - Men and Nations, Mazour pp. 35-56

Filmstrips:

(LIB) "Early Civilization" 9.30

(LIB) "The Birth Place of Civilization"

(LIB) "The Rise of Egyptian Civilization"

Audio Tapes:

(LIB) "The Fertile Crescent"

Section III

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe how the Sumerian civilization arose in the Tigris-Euphrates Valley.

ACTIVITIES FOR OBJECTIVE I:

The following pages to be studied and exercises to be worked out will help you to achieve this first Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) You will draw, color, and label the map on page 37 of your text showing the Fertile Crescent.

2. (AWH-MAN) Study pp. 36-37 and learn about the geography of the Tigris-Euphrates Valley and the history of the Sumerians.

3. (AWH-MAN) Study pp. 37-39 and learn about the development of the city-state.

4. (AWH-MAN) Study page 39 and learn about the cuneiform of the Sumerians.

5. (AWH-MAN) Read page 40. You will find an explanation of Sumerian farming, trade, architecture, engineering, science, education, and religion.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the empires of the Babylonians, the Hittites, and the Assyrians.

ACTIVITIES FOR OBJECTIVE II:

The following pages to be studied and exercises to be worked out will help you to achieve this Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 41-42 and learn about the Babylonian civilization including Hammurabi's Code.

2. (AWH-MAN) Read pp. 42-43. You will find an explanation of the Hittite Empire and the people.

3. (AWH-MAN) Study pp. 43-45 and be able to describe the rise and fall of the Assyrian Empire.

4. (AWH-MAN) You will draw, color, and label the maps on pp. 42 and 45 of your text showing these three civilizations.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the Chaldean and Persian Empires.

ACTIVITIES FOR OBJECTIVE III:

The following pages to be studied and exercises to be worked out will help you to achieve this third Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) You will find on page 46 an explanation of the Chaldean Empire. Also, you will draw, color, and label the map on page 47 of your text showing the Chaldean Empire about 600 B. C.

2. (AWH-MAN) Read page 46 and learn about the nature of the Persian people.

3. (AWH-MAN) Study page 47 and learn about the Persian government under Cyrus, Darius, and Xerxes.

4. (AWH-MAN) Study pp. 47-50 and be able to describe the Persian religion.

5. (AWH-MAN) You will draw, color and label the map on page 48 of your text which shows the Persian Empire about 500 B. C.

BEHAVIORAL OBJECTIVE IV:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the Phoenician colonies.

ACTIVITIES FOR OBJECTIVE IV:

The following pages to be studied and exercises to be worked out will help you to achieve this Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 50-51 and learn about the Phoenician people and their trading profession.

2. (AWH-MAN) Study pp. 51-53 and learn about the culture of the Phoenician people including the development of the alphabet.

3. (AWH-MAN) You will draw, color, and label the map on page 51 of your text showing the Phoenician colonies about 700 B. C.

BEHAVIORAL OBJECTIVE V:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the Hebrew civilization of the Fertile Crescent.

ACTIVITIES FOR OBJECTIVE V:

The following pages to be studied and exercises to be worked out will help you to achieve this Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 53-54 and learn about the land and the people of Palestine.

2. ~~(AWH-MAN) You will draw, color, and label the map on page 54 of your~~ text showing Phoenicia and Plaestine.

3. (AWH-MAN) Study page 54 and learn about the migration to the Promised Land.

4. (AWH-MAN) Study pp. 54-55 and learn about the Hebrew government and laws.

5. (AWH-MAN) Study page 56 and learn about the Jewish religion.

Fill in the blanks.

1. The type of government developed by the Sumerians based on a town or city and the surrounding land it controlled is called a _____ _____.

2. _____ is the name given to the land between the Tigris and Euphrates Rivers.

3. The _____ developed cuneiform writing.

4. Hammurabi was the famous ruler of the _____.

5. The _____ were the first people to make extensive use of iron for weapons.

6. A _____ is an autocratic king with absolute power.

7. The _____ were the first to develop an alphabet.

Resources

Section IV

Books:

(HD) (AWH-MAN) A World History - Men and Nations, Mazour

Filmstrips:

(LIB) "The Rise of Civilization in India"

(LIB) "The Rise of Chinese Civilization"

Section IV

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the early Indian civilization of the Indus Valley and the conquering Aryans during the Vedic Age.

ACTIVITIES FOR OBJECTIVE I:

The following pages to be studied and exercises to be worked out will help you to achieve this first Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 60-61 and learn about the geography and climate of India.

2. (AWH-MAN) Study pp. 61-64 and learn about the culture of the early Indus Valley civilizations.

3. (AWH-MAN) Study pp. 64-66 and learn about the conquests of the Aryans, their religion, and their society.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will be able on a written test to discuss the early Chinese civilizations.

ACTIVITIES FOR OBJECTIVE II:

The following pages to be studied and exercises to be worked out will help you to achieve this Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 66-70 and learn about the geography of China and the affect it had on Chinese history.

2. (AWH-MAN) Study pp. 70-71 and learn about the Chinese dynasties.

3. (AWH-MAN) Read pp. 71-72 and learn about the Asia dynasty.

4. (AWH-MAN) Read pp. 72-76. You will find an explanation of the Chinese prosperity during the Shang dynasty.

Matching:

_____ 1. Ganges

_____ 2. Aryans

_____ 3. Yangtze

_____ 4. Asia

_____ 5. Vedas

_____ 6. Sanskrit

_____ 7. Deccan

a. river in central China important as a commercial waterway

b. plateau in the interior of the Indian peninsula

c. books of sacred knowledge

d. river that flows southeast parallel to the Himalayas

e. language spoken by the Aryans

f. Indo-European tribes that forced their way into northwestern India

g. dynasty which ruled the Yellow River country from about 2000 B. C. to about 1500 B. C.

LAP

LEARNING
ACTIVITY
PACKAGE

Our Heritage From Greece and Rome

SØ 007557

SOCIAL STUDIES 102

REVIEWED BY _____

LAP NUMBER 11

WRITTEN BY Mr. Campbell

112772

RATIONALE

The heritage of Greece and Rome lives today to remind us of the glory and the accomplishments of those past civilizations. The Greek and Roman civilizations do not still exist, yet their ideas still live on.

The Greeks and Romans were the first people to think and to act in ways similar to our own. We will study Greece from the standpoint of its culture and government and study reasons for the fall of the Roman Empire.

Resources

Books

(HD) (AWH) (MAN) A World History Men & Nations Mazour & Peoples

(LIB) Boy Through the Ages (Stuart) 53-71 (904.)

(LIB) Girl Through the Ages (Stuart) 31-53 (904.)

(LIB) Life in the Ancient World (Winer) 126-170 (901.91)

(LIB) Outline History of Mankind ( ) 101-120 (902.)

(LIB) Classical Greece Bowra (938)

Filmstrips

(LIB) "Our Heritage from Greece"

(LIB) "Life in Ancient

Cassettes - Tapes

(LIB) What the Greeks Gave Us - C-20

Section I Early Greek Civilization

BEHAVIORAL OBJECTIVE I

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the daily lives of the early Greeks.

ACTIVITIES

The following pages to be studied and exercises to be worked out will help you to achieve this first Behavioral Objective. You will do all of the activities suggested. Abbreviations are used for the textbooks and materials you will find listed in resources.

1. After completing your prescribed course of study, you will draw, label, and color a map of the Old World which will be found on page 99 of the text, Men and Nations. You must label the Greek City States. This will be handed in to your teacher.
2. (HD) (AWH-MAN) Study pp. 109-110 and be able to describe the occupations of the Athenians including farming, manufacturing, and trade. This must be done in ink and handed in to your teacher.
3. (HD) (AWH-MAN) Study pp. 110-111. You will find explanations of the homes, families, and social life of the Athenians.
4. (HD) (AWH-MAN) Study p. 111 learning about education in the early Greek Civilization. Be able to define: (1) rhetoric (2) Sophists

BEHAVIORAL OBJECTIVE II

After you have finished the activities that the teacher has suggested, you will be able on a written test to discuss and identify some philosophers and writers among the early Greeks.

ACTIVITIES

The following activities will help you to be able to do what Behavioral Objective II asks. You are expected to complete all activities.

1. (HD) (AWH-MAN) Study pp. 114-118 and be able to identify:

(1) Plato	(2) Socrates	(3) Aristotle
(4) Hippocrates	(5) Herodotus	(6) Archimedes
(7) Aeschylus	(8) Epicurus	(9) Prariteles
		(10) Aristophanes

2. (HD) (AWH-MAN) Study pp. 114-118 and learn about the advancements made during this period as in:

   (1) Education (2) Mathematics and Science

BEHAVIORAL OBJECTIVE III

After you have finished activities that the teacher has suggested you will write a 200 word essay explaining how the Greek culture changed and spread during the Hellenistic Age.

ACTIVITIES

The following activities will help you do what Behavioral Objective III asks. Complete all activities.

1. (HD) (AWH-MAN) Study pp. 118-121 and find out exactly what the Hellenistic Age was and how Greek culture was spread during this period.
2. (HD) (AWH-MAN) Study pp. 118-121 and take part in a group discussion in which you discuss the things you have found out about the Hellenistic Age. This will help you to organize your essay.

Self Evaluation Section I Early Greek Civilization

I. True or False

_____ 1. The greatest achievements made in Athens were during the age of Pericles.

_____ 2. Teachers of Greek schools were called Sophists.

_____ 3. Archimedes was the greatest all around scientist of the Hellenistic period.

_____ 4. The "Republic" a dialogue on justice was written by Aristotle.

_____ 5. Farming was the most honored occupation for the Athenian citizen.

II. Fill in the blanks.

1. The Age of Alexander or the _____ was a time when Greek culture changed and spread.

2. The three main subjects taught in the Greek elementary school were

   (a) _____, (b)_____ and (c)_____

3. _____ is known as the "Father of Medicine."

4. The three chief schools, or groups of Hellenistic philosophers were the (a) _____, (b) _____, and (c) _____.

5. One of the greatest thinkers and teachers of all time was _____.

Resources Section II

Books

(HD) (AWH-MAN) A World History- Men and Nations (Mazour & Peoples)

(LIB) Boy Through the Ages (Stuart) 53-71 (904.)

(LIB) Girl Through the Ages (Stuart) 31-53 (904.)

(LIB) Life in the Ancient World ( ) 126-170 (901.91)

(LIB) Outline History of Mankind ( ) 101-120 (902.)

(LIB) Classical Greece ( ) (938)

Filmstrips

(LIB) "Our Heritage from Greece" McGraw-Hill (401413)

(LIB) "Life in Ancient Greece" McGraw-Hill (401366)

(LIB) "The Glory was Greece" Eye Gate (37-D)

(LIB) "The Dawn of Democracy in Ancient Greece" Eye Gate (64-B)

Cassettes Tapes

(LIB) Athens Becomes the Center of Culture - C-15

(LIB) Alexander the Great Seeks Mastery of the World
Parts 1 and 2 (C-18-19)

Section II Greek Government

BEHAVIORAL OBJECTIVE I

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the progress of the Greek government before the Hellenistic Age.

ACTIVITIES

The following pages to be studied and exercises to be worked out will help you to achieve this first Behavioral Objective. You will do all of the activities suggested. Abbreviations are used for the textbooks and material you will find listed in resources.

1. (HD) (AWH-MAN) Study pp. 101-102 also pp. 109-110 and learn how democracy progressed under Pericles.

2. (HD) (AWH-MAN) Refer to pp. 94-98 and compare the city-states of Athens and Sparta in terms of: (a) government (b) military service (c) social classes This work must be written in ink and handed in to your teacher.

3. (HD) (AWH-MAN) Study pp. 94-98 and be able to identify the following:

   (a) Draco
   (b) Solon
   (c) Pisistratus
   (d) Cleistheness
   (e) helots
   (f) citizens
   (g) totalitarian
   (h) metics

BEHAVIORAL OBJECTIVE II

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell what effect the Hellenistic Age had on Greek democracy.

ACTIVITIES

The following pages to be studied and exercises to be worked out will help you to achieve the second Behavioral Objective. You will do all of the activities suggested.

1. (HD) (AWH-MAN) Study pp. 118-119 and learn how the rulers became more dominating and the democracy faded during the Hellenistic Age.
2. (HD) (AWH-MAN) Study pp. 102-106 and learn the effect of Alexander the Great on the Greek government.
3. (HD) (AWH-MAN) Study pp. 102-106 and be able to identify the following:
   (a) Philip of Macedon
   (b) Peloponnesian War
   (c) federal principle
   (d) Ptolemy
   (e) Demosthenes

Self Evaluation Section II Greek Government

True or False:

_____ 1. Early Athens had a totalitarian government.

_____ 2. Spartan slaves were called helots.

_____ 3. Cleisthenes' reforms made Athens an almost complete democracy.

_____ 4. A Spartan citizen served in the military for about 40 years.

_____ 5. Draco made it possible for the fourth class citizen to be able to vote in Athens.

_____ 6. Alexander the Great was the son of Philip of Macedon.

_____ 7. Athens and Sparta agreed to unite under a federal principle of government.

_____ 8. Alexander the Great wanted to unite all peoples.

_____ 9. After Alexander's death Ptolemy ruled Egypt.

_____10. Demosthenes supported Philip of Macedon and encouraged his rise to power.

Resources Section III

Books

(HD) (AWH-MAN) A World History - Men and Nations (Mazour & Peoples)

(LIB) The Record of Mankind (Roehm)

(LIB) Doubleday Pictorial Library of World History

pp. 50-74 (Bullock) (901E)

(LIB) Rome (Samachson) (914.5)

(LIB) Rome and the Romans (Showerman) (913.37)

(LIB) Roman Life (Johnston) (913.37)

(LIB) Ancient Rome (Payne) (913.37)

Filmstrips

"Ancient Rome" 937

"Life in Ancient Rome" 401367 McGraw-Hill

"Rome" 401414 McGraw-Hill

"The Struggle for Freedom in Ancient Rome" 64-C Eye Gate

"Roman Way of Life" records, filmstrips SVE A383SR

Cassettes Tapes

(LIB) Christianity Comes to Rome C-16

Section III Roman Culture

BEHAVIORAL OBJECTIVE I

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the period known as the "Roman Peace."

ACTIVITIES

The following pages to be studied and exercises to be worked out will help you to achieve this first Behavioral Objective. You will do all of the activities suggested.

1. (HD) (AWH-MAN) Study pp. 138-141 and learn about the unity of the Roman Empire in terms of:
   (a) government (c) law
   (b) the provinces (d) army
2. (HD) (AWH-MAN) Study p. 141 and learn about the trade and transportation during this period in Rome
3. (HD) (AWH-MAN) From pp. 138-141 you will find definitions of the following: (a) Pax Romana (b) praetorium (c) Hadrian's Wall (c) colonus

BEHAVIORAL OBJECTIVE II

After you have finished the activities that the teacher suggested, you will be able on a written test to tell how features of Roman culture were preserved for people of later eras.

ACTIVITIES

The following pages to be studied and exercises to be worked out will help you to achieve this second Behavioral Objective. You will do all of the activities suggested.

1. (HD) (AWH-MAN) After reading pp. 143-145, you will participate in a grop discussion on the lasting Roman Culture in terms of:
   (a) Daily lives of Romans
   (b) Education
   (c) Literature
   (d) Language
2. (HD) (AWH-MAN) From pp. 143-145 you will find definitions of the following:
   (a) Circus Maximums
   (b) Colosseum
   (c) gladiators
   (d) Cicero
   (e) Ptolemy
   (f) rhetoric

BEHAVIORAL OBJECTIVE III

After completing the activities that the teacher has suggested, you will be able to tell the effects that the Romans had on Christianity.

ACTIVITIES

The following pages to be studied and exercises to be worked out will help you to achieve Behavioral Objective III. You will do all of the activities suggested.

1. (HD) (AWH-MAN) Study pp. 148-150 and learn about the life of Jesus Christ.
2. (HD) (AWH-MAN) Study pp. 150-152 and learn about the spread of Christianity even after persecutions of Christians.
3. (HD) (AWH-MAN) Study p. 152 and you will find a complete explanation of the organization of the Church.
4. (HD) (AWH-MAN) (Bible) You will write in your own words short essay on the life of Jesus Christ, this must be handed in to your teacher.

Self Evaluation Section III Roman Culture

I. Matching

_____1. Ptolemy	_____6. Pax Romana
_____2. Colonus	_____7. Cicero
_____3. gladiators	_____8. rhetoric
_____4. Colosseum	_____9. praetorium
_____5. Hadrian's Wall	____10. Circus Maximums

a. a racetrack for chariots in Rome

b. great amphitheater in Rome

c. trained fighters who fought for the amusement of others

d. scientist who believed that the earth was the center of the universe

e. great orator and politician

f. schools which offered the equivalent of a college education

g. Roman Peace

h. headquarters of the commander-in-chief

i. built to protect Britain from invaders

j. agricultural worker who replaced the slaves

Resources Section IV

Books

(HD) (AWH-MAN) A World History Men and Nations (Mazour & Peoples)

(LIB) The Record of Mankind (Roehm)

(LIB) Rome (Samachson) (914.5)

(LIB) Rome and the Romans (Showerman) (913.37)

(LIB) Roman Life (Johnston) (913.37)

(LIB) Ancient Rome (Payne) (913.37)

Filmstrips

"Ancient Rome" (937)

"Life in Ancient Rome" (401367) McGraw-Hill

"Rome" 401414 McGraw-Hill

"The Struggle for Freedom in Ancient Rome" 64-C Eye Gate

"Roman Way of Life" records, filmstrips SVE A 383SR

Cassettes Tapes

(LIB) The Empire and the Caesars C-16

(LIB) The Growth of the Roman Republic C-15

Section IV The Rise and Fall of the Roman Empire

BEHAVIORAL OBJECTIVE I

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe how the Romans established a republic.

ACTIVITIES

The following pages to be studied and exercises to be worked out will help you to achieve this first Objective. You will do all of the activities suggested.

1. (HD) (AWH-MAN) Study pp. 123-128 and learn how the Romans gained control of Italy.
2. (HD) (AWH-MAN) Study pp. 129-133. You will find a complete description of the Punic Wars.
3. (HD) (AWH-MAN) After studying pp. 123-133 you will be able to identify the following:

(a) Gauls	(f) tribunes
(b) patricians	(g) legions
(c) plebeians	(h) preconsul
(d) consuls	(i) publicans
(e) praetors	(j) equites

BEHAVIORAL OBJECTIVE II

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell about the succession of rulers of the Roman Empire.

ACTIVITIES

The following pages to be studied and exercises to be worked out will help you to achieve this second Behavioral Objective. You will do all of the activities suggested.

1. (HD) (AWH-MAN) Study pp. 134-135 and learn about the democratic rule of Tiberius, Gaius, and Marius and also the military ruler, Sulla.
2. (HD) (AWH-MAN) After reading pp. 135-136, you will write a 200 word essay on Julius Caesar.
3. (HD) (AWH-MAN) Read pp. 136-137 and learn the members of the second triumverate.
4. (HD) (AWH-MAN) Study p. 138. You will be able to name the five rulers known as the Good Emperors.

BEHAVIORAL OBJECTIVE III

After you have finished the activities that the teacher suggested, you will be able on a written test to give reasons for the collapse of the Roman Empire

ACTIVITIES

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (HD) (AWH-MAN) Study pp. 153-155 and learn how the emperors Diocletian and Constantine temporarily reorganized the Roman Empire.
2. (HD) (AWH-MAN) Study pp. 156-158 and learn of the invasions which weakened the Roman Empire.
3. (HD) (AWH-MAN) After reading pp. 158-159 you will discuss in

small groups reasons for the fall of the Roman Empire. In additon to the invasions studied in Activity No. 2 give political, economic, and social weaknesses that contributed to Rome's decay.

Multiple Choice:

_____ 1. The powerful upper-class people of Rome were the
(a) plebeians (b) lares (c) patricians

_____ 2. The judges in early Roman government were called
(a) praetors (c) consuls (c) censors

_____ 3. The written law code was called the
(a) Constitution (b) Twelve Tables (c) Draconian Law

_____ 4. The First Triumverate was made up of Caesar, Crassus, and
(a) Pompey (b) Sulla (c) Octavian

_____ 5. The last of the Good Emperors was
(a) Juluis Caesar (b) Tiberius (c) Marcus Aurelius

_____ 6. The ruler who postponed the collapse of Rome by setting up a system of divided rule was
(a) Diocletain (b) Commodus (c) Hadrian

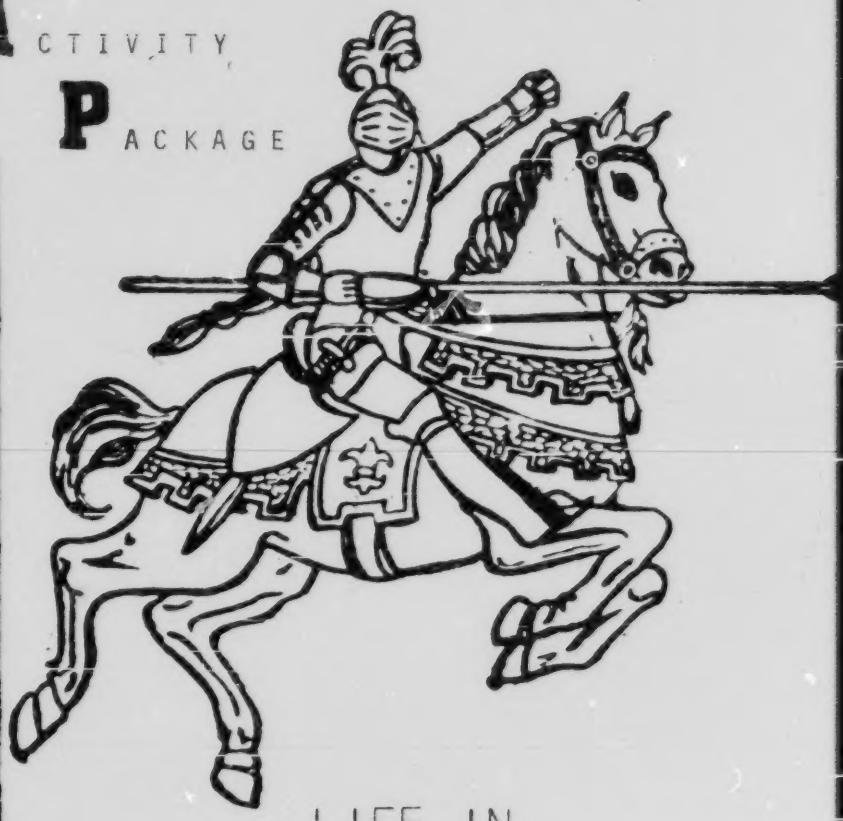
_____ 7. The ruler who first gave legal recognition of the Christian religion was
(a) Septimius Severus (b) Julius Caesar (c) Constantine

_____ 8. Attila was the ferocious leader of the
(a) Visigoths (b) Franks (c) Huns

_____ 9. The high priests elected for life by fellow priests was called
(a) Consul (b) Pontifex Maximus (c) Tribune

_____10. The form of government in which power rests with all the citizens who are entitled to vote is a
(a) republic (b) monarchy (c) dictatorship

LEARNING ACTIVITY PACKAGE



LIFE IN MIDDLE AGES

Ninety Six High School
Ninety Six, S.C. 29666

World History 102

REVIEWED BY J.R.

LAP NUMBER 12

WRITTEN BY Tommy Campbell

11773

SB 0075577

RATIONALE

The period following the collapse of the Roman Empire - between classical times and the modern era - is called the Middle Ages, or the medieval period. This period is generally considered to have lasted from about the year 500 to about 1500.

For a long time, historians applied the term "Dark Ages" to the medieval period. They regarded it as a time when there was little culture and few achievements worth noting. As you will see, applying this term to almost a thousand years of European history is not correct. There were many light spots in the "Dark Ages," and many individuals who made important achievements. It was a time during which men developed their own customs and distinctive institutions to suit the particular conditions that existed.

SECTION I

RESOURCES

Books:

(HD)(AWH-MAN) A World History - Men and Nations (Mazour)

Filmstrips:

(Lib) "King Charlemagne" 400341 McGraw-Hill

(Lib) "The Dark Ages 400-100 A.D." 37-F Eye-Gate

(Lib) "The Middle Ages" (Life) 940.1
(Lib) "Northern Invaders" cassette tape- C-17

SECTION I - Barbarian Invasions

Behavioral Objective #1

After you finished the activities that the teacher has suggested, you will be able on a written test to describe the invasion of the Franks and the rule of Clovis, Charles Martel, and Pepin the Short.

Activities for #1

The following pages to be studied and exercises to be worked out will help you to achieve this first behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) - Study 188-191. You will find a full explanation of the invaders and of Clovis, Charles Martel, and Pepin the Short.

2. (AWH-MAN) - From pp. 188-191 you will find definitions of the following:

   a. Dark Ages
   b. Franks
   c. Merovingians
   d. Do Nothing Kings
   e. Lombards

Behavioral Objective #2

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain the rule of Charlemagne giving a full explanation of his empire.

Activities for #2

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 191-192 and learn how Charlemagne came to power and was named "Emperor of the Romans."

2. (AWH-MAN) Study pp. 191-192 and learn how Charlemagne governed his empire. Also be able to explain Charlemagne's interest in education.

3. (AWH-MAN) After studying pp. 191-192 and achieving an understanding of Activities 1 and 2, you will write a short essay on the rule of Charlemagne.

4. (AWH-MAN) Study pp. 192-194 and learn about the fall of the Frankish Empire and the Treaty of Verdun.

Behavioral Objective #3

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain the conquests of the Saxons, the Danes, and the Normans.

Activities for #3

The following pages to be studied and exercises to be worked out will help you to achieve this third behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 195-197 and learn about the Saxon invasions and their contributions to Britain.

2. (AWH-MAN) Study pp. 197-198. You will find a full explanation of the Danish invasions and thier defeat by Alfred the Great.

3. (AWH-MAN) Study p. 198 and learn about William the Conqueror and the Normans.

4. (AWH-MAN) Draw, color, and label the map on page 194 of your text concerning the invasions of Europe.

Self Evaluation Section I

True or False

_____ 1. The period following the collapse of the Roman Empire is known as the Middle Ages.

_____ 2. The most important of the invading Germanic tribes were the Visigoths.

_____ 3. Clovis and his successors were called Lombards.

_____ 4. Charles Martel defeated the Moslems in 732.

_____ 5. Charlemagne established his capital at Aix-la-Chappelle.

_____ 6. The most feared of all the invaders were the Ostrogoths.

_____ 7. After the death of Charlemagne, his empire was divided by the Treaty of Verdum.

_____ 8. Charlemagne was uninterested in education and allowed only a few schools.

_____ 9. Alfred the Great was the leader of the Danes.

_____10. William the Conqueror defeated the Saxons in 1066.

Section II

Resources

Books:

(HD) (AWH-MAN) A World History - Men and Nations (Mazour)

Filmstrips:

(Lib) "Life in a Medieval Castle" 401368 McGraw-Hill
(Lib) "Medieval Europe - The Knight and His Training" 8502 C-Si, Encyclopedia Britannica
(Lib) "The Medieval Manor" 8501 C-Si Ency. Brit.
(Lib) "Our Heritage from Medieval England" 401417 McGraw-Hill
(Lib) "Knighthood" 940.1
(Lib) "Life in a Medieval Village" 401369 McGraw-Hill

Cassette Tape:

(Lib) Cedric Goes to School - C-1
(Lib) Cedric Goes to A Tournament C-1
(Lib) Cedric Goes to a Fair C-1
(Lib) Middle Ages Sword and Sickle C-22
(Lib) Middle Ages City Life C-21

Section II The Feudal System

Behavioral Objective # 1

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe feudalism operated as a governmental and economic system.

Activities for # 1

The following pages to be studied and exercises to be worked out will help you to achieve this first Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) - Study pp. 198-200. You will find a full explanation of the government, the feudal justice and warfare, and the economic system.

2. (AWH-MAN) - From pp. 198-200 you will find a definition of the following.

   a. fief
   b. vassal
   c. Peace of God
   d. Truce of God
   e. compurgation
   f. ordeal
   g. manor

3. (AWH-MAN) Draw, label and color the picture on page 200 of your textbook, showing the life on a manor and how it is self-sufficient.

Behavioral Objective # 2

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain the lives of the peasants and of the nobles.

Activities for # 2

The following pages to be studied and exercises to be worked out will help you to achieve this Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) - Study pp. 200-202 and learn of the daily life and responsibilities of the serfs.

2. (AWH-MAN) - Study pp. 202-203 and obtain an understanding of the life of the nobility.

3. (AWH-MAN) - Study p. 203 and learn the stages of becoming a knight and also the code of conduct known as chivalry.

4. (Lib) You will go to the library and find a book on knights and write a short paper on the life of the knight you choose.

(See your teacher for a Progress Test)

Self Evaluation Section II

I. Matching:

(a) Peach of God	_____ 1. an oath taking
(b) compurgation	_____ 2. a grant of land
(c) Truce of God	_____ 3. degree which set aside certain places where fighting was prohibited
(d) vassal	
(e) fief	_____ 4. degree which set aside certain days when fighting was prohibited.
	_____ 5. held land in return for services

II. Fill in the blanks:

1. The _____ was the center of economic life in the Middle Ages.
2. The main part of the castle was a strong tower known as the _____.
3. A _____ was a fight between two men in armor.
4. In training to be a knight a boy must first go through the stages of being a _____ and a _____.
5. The code of conduct for knights is called _____.

Section III

Resources

Books:

(HD) (AWH-MAN) A World History - Men and Nations (Mazour and Peoples)

(Lib) The Middle Age Mills 940.1

(Lib) Medieval Days and Ways Gertrude Hartman 940.1

(Lib) The Good Ways (Chapter 8-9) Delight Ansley 358.9

(Lib) The Believing World (Book Seven) Lewis Browne 290 B

(Lib) The Book of Knowledge Vol. 16

(Lib) The World Book Vol. 16

Filmstrips:

(Lib) "Democracy and Government in the Middle Age"

64-D Eye-Gate

(Lib) "Our Heritage From Medieval England"

401417 McGraw-Hill

Section III The Church and the State

Behavioral Objective # 1

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain the role that the Chruch played in the government of the Middle Ages.

Activities for # 1

The following pages to be studied and exercises to be worked out will help you to achieve this first Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) - Study pp. 203-204 and learn the levels of the hierarchy and their responsibilities.

2. (AWH-MAN) - Study p. 204 and learn how the Church enforced its laws by means of:

   (a) excommunication
   (b) inderdict
   (c) taxation

3. (AWH-MAN) - Draw, color, and label the map on page 205 of your text which illustrates the spread of Christianity.

4. (AWH-MAN) - Study pp. 206-207 and learn the effects the Church had on the lives of all people during the Middle Ages.

5. (AWH-MAN) - Study pp. 207-208 You will find a full explanation of the problems encountered by the church (a) lay investiture (b) worldly lives of the clergy (c) Simony (d) heresy, and the consequent attempts at reform.

Behavioral Objective # 2

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the struggle for power in France and England.

Activities for # 2

The following pages to be studied and exercise to be worked out will help you to achieve this Objective. You will do all of the activities suggested.

1. (AWH-MAN) - Study pp. 208-209 and learn of the rise of the Capetain kings in France.
2. (AWH-MAN) - Study pp. 209-210 and learn of the reforms made in government by William the Conqueror and his successors.
3. (AWH-MAN) - Study pp. 210-211 and be able to explain how English government evolved through the creation of the Magna Carta and the forming of Parliament.
4. (AWH-MAN) Draw , color and label the 3 maps on page 209 showing the growth of France under the king.

Behavioral Objective # 3

After finishing the activities that the teacher has suggested, you will be able on a written test to describe the struggle that developed between the church and the civil rulers in Germany and Italy.

Activities for # 3

The following pages to be studied and exercises to be worked out will help you to achieve the third Behavioral Objective. You will do all of the activities.

1. (AWH-MAN) - Study pp. 212-214 and learn of the major conflicts between popes and emperors.

2. (AWH-MAN) - After studying pp. 212-214 you will be able to identify:

   (a) Otto I

   (b) Holy Roman Empire

   (c) Henry III

   (d) Frederick Barbarossa

   (e) Lombard League

   (f) Frederick II

Self Evaluation Section III

Matching:

a. excommunication

b. interdict

c. Otto I

d. Frederick Barbarossa

e. heresy

f. Benefit of Clergy

g. diocese

h. monastery

i. abbot

j. sacraments

_____ 1. church rights

_____ 2. territory which a bishop resides

_____ 3. punishment of an entire region

_____ 4. head of the monastery

_____ 5. cut off completely from the church

_____ 6. greatest medieval German ruler

_____ 7. right of the clergy to be tried in church courts

_____ 8. denying the doctrines of the church

_____ 9. elected king of Germany by the great feudal lords in 936

_____ 10. Place where monks live

Section IV

Resources

Books:

(HD) (AWH-MAN) A World History - Men and Nations (Mazour and Peoples)

(Lib) The Book of Knowledge Vol. 3

(Lib) The World Book Vol. 4

(Lib) When Knights were Bold Tappan 940.1

(Lib) The Middle Ages Mills 940.1

(Lib) Medieval Days and Ways Gertrude Hartman 940.1

(Lib) The Crusaders Walter Buehr 940.1

(Lib) Warriors Weapons Walter Buchr 399 B

(Lib) Armor Sean, Morrison 399 M

Filmstrips:

(Lib) The Dark Ages 400-1000 AD 37F Eye-Gate

(Lib) The Crusades and Their Significance Encylopedia 8503 C SI

(Lib) The Crusade 400343 McGraw-Hill

(Lib) Cassette Tape: Christian in Armor - C-22

Section IV The Crusades

Behavioral Objective # 1

After you have finished the activities that the teacher has suggested, you will be able on a written test to discuss the causes of the Crusades in the Middle Ages.

Activities for # 1

The following pages to be studied and exercises to be worked out will help you to achieve the first Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) - Study pp. 216-218. You will find a full explanation of the events leading up to the Crusades.

2. (AWH-MAN) - From pp. 216-218 you will find definitions of the following:

   (a) catholic
   (b) Byzantine Empire
   (c) Moslems
   (d) Pope Urban II

Behavioral Objective # 2

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the four major Crusades from the standpoint of the leaders, the route of the Crusade, and the major events that took place.

Activities for # 2

The following pages to be studied and exercises to be worked out will help you to achieve this second Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) - Study pp. 218-220 and learn about the major events of the four main crusades.

2. (AWH-MAN) - You will draw, color, and label the map on page 218 of your text. Illustrate the Moslem territory and Christain territory and the routes of the four major crusades.

Behavioral Objective # 3

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell the results of the Crusades.

Activities for # 3

The following pages to be studied and exercises to be worked out will help you to achieve this Objective. You will do all of the activities suggested.

1. (AWH-MAN) - Study pp. 220-222 and learn the many varied accomplishments achieved through the Crusades.

2. (AWH-MAN) - Study pp. 220-222 - Take one of the accomplishments achieved through the Crusades and write a short paper on it. - to be handed in.

Self Evaluation Section IV

Fill in the blanks:

1. _____ promoted the idea of a Christain offensive to regain the Holy Land.
2. The term_____ means "universal."
3. The tragic Crusade which resulted in the capture of many young Christians in 1212 was the _____.
4. _____ persuaded a group of French knights to make the Fourth Crusade.
5. Richard the Lion-Hearted was captured and held for ranson during the _____ Crusade.
6. The_____ Church was the only church of Western Europe.

Matching:

_____ 7. The First Crusade

_____ 8. The Second Crusade

_____ 9. The Third Crusade

_____10. The Fourth Crusade

(a) organized by Venetian merchants

(b) caused by the reconquest of Palestine

(c) led by Peter the Hermit and Walter the Penniless

(d) led by the Holy Roman Emperor

LEARNING
ACTIVITY
PACKAGE

THE RENAISSANCE
AND
THE REFORMATION

SP 001 537

Ninety Six High School
Ninety Six, S.C.

World History 102

REVIEWED BY

LAP NUMBER 13

WRITTEN BY TOMMY CAMPBELL

32273

RATIONALE

In the period following the Middle Ages a rebirth of learning and creative thinking occurred. This time is known as the Renaissance and many scholars believe it to be the beginning of modern times. The Renaissance means not only a literary and artistic movement but also a period when men were blazing new pathways in almost every filed.

Man also began to question old religious practices. The Catholic Church was challenged from two sides--private individuals and national rulers. This started a movement known as the Protestant Reformation. As a result, Protestantism spread throughout Europe.

The search for new trade routes began the age of exploration. Accounts of faraway lands influenced men's minds and the conquering of new lands created competition between existing nations.

All of this activity and the recognition of many important developments came during the time of the emergence of modern Europe.

RESOURCES:

BOOKS:

(HC)(AWH-MAN) A World History - Men and Nations, Mazour

(Lib) The Renaissance, Hale 940.2

(Lib) Life's Picture History of Western Man pp. 71-179

FILMSTRIPS:

(Lib) "Our Heritage from the Renaissance" McGraw-Hill 101418

(Lib) "The Rebirth of Learning - The Renaissance" Eye-Gate 37-H

(Lib) "Art Filmstrips" - 750 Encyclopedia Brit. National Gallery

(Lib) "The Book of Art Filmstrip Library"

(Lib) "Renaissance Venice" 940.2 Lit-e

SECTION I - The Renaissance Culture and Learning

Behavioral Objective I

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how and where the Renaissance began and how it spread throughout Europe.

Activities for Objective I

The following pages to be studied and exercises to be worked out will help you to achieve this first behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) - Study pp. 292-296 and learn about the change that effected literature during the Renaissance.

2. (AWH-MAN) - Be able to identify the most important writers and their works including:

   (a) Francesco Petrarch
   (b) Giovanni Boccaccio
   (c) Niccolo Machiavelli
   (d) Thomas More
   (e) William Shakespeare

SECTION I

Behavioral Objective II

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain the resurgence of creative art during the Renaissance.

Activities for Objective II

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 296-297 and learn the techniques of art employed during the Renaissance which emphasized realism.

2. (AWH-MAN) After studying pp. 296-297 you will be able to identify the following artists and their works.

(e) Raphael
(f) Titan
(g) Dürer
(h) Brueghel

Behavioral Objective III

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain important developments that took place in technology and science during the Renaissance.

Activities for Behavioral Objective III

The following pages to be studied and exercises to be worked out will help you to achieve this third behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) Study p. 300 and learn about the strides made in printing and how this helped to spread the new scientific knowledge of the period.

2. (AWH-MAN) Study pp. 300-304 and learn the important advancements by the following:

(a) Leonardo da Vinci
(b) Copernicus
(c) Kepler
(d) Galileo
(e) Vesalius
(f) Harvey

SELF-EVALUATION I

MATCHING:

A. Thomas More	F. Copernicus
B. Harvey	G. Vesalius
C. Durer	H. Raphael
D. Francesco Petrarch	I. Michelangelo
E. William Shakespeare	J. Giotto

____ 1. German artist who was most famous for his copper engravings and woodcuts.

____ 2. Considered the first Renaissance painter.

____ 3. First to describe the circulation of blood.

____ 4. Most famous English writer of the late 1500's and early 1600's.

____ 5. Described an ideal society in his Utopia.

____ 6. Painted the ceiling of the Sistine Chapel.

____ 7. Astronomer who proposed that the sun was the center of the universe.

____ 8. The father of Humanism.

____ 9. Artist noted for his representations of the Virgin Mary.

____ 10. Pioneer in the study of anatomy.

SECTION II

RESOURCES:

Books:

(HD)(AWH-MAN) A World History-Men and Nations, Mazour

Filmstrips:

"The Protestant Reformation" Life 940.2

SECTION II - The Catholic Church and the Reformation

Behavioral Objective I

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe beginnings of the Protestant Reformation.

Activities for Objective I

The following pages to be studied and exercises to be worked out will help you to achieve this first behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) Study p. 304 and learn about the growing resentment over the sale of indulgences.

2. (AWH-MAN) Study pp. 305-307 and write a short essay on Martin Luther and his doctrine.

Behavioral Objective II

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how Protestantism spread.

Activities for Objective II

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 307-308 and learn the effect John Calvin had on the spread of Protestantism.

2. (AWH-MAN) Study pp. 308-310 and learn about the Reformation in England and its challenge to the Catholic Church.

3. (AWH-MAN) You will draw, color, and label the map on p. 309 of your text which shows the spread of Protestantism in the 1500's.

4. (AWH-MAN) Study pp. 310-311. You will find a full explanation of the "Counter-Reformation."

SELF-EVALUATION II

FILL IN THE BLANKS:

1. The Protestant Reformation began in _____.

2. An _____ was a kind of pardon for earthly punishment of a sin.

3. French Calvinists were called _____.

4. Ignatuis Loyola founded a religious order whose followers were called _____.

5. A government rulled by a clergy claiming God's authority is a _____.

6. _____ is the name given to the list of formal statements that Luther posted on the door of the church at Wittenberg.

7.-8. Luther retained only two sacraments of the church. These were _____ and _____.

9. The movement of reform that followed the Protestant Reformation is known as the _____.

10. The _____ granted Huguenots freedom of worship and political rights.

(SEE TEACHER FOR PROGRESS TEST)

SECTION III

RESOURCES:

Books:

(HD)(AWH-MAN) A World History - Men and Nations - Mazour

Filmstrips:

"The Age of Exploration" - Eye-Gate 37-1

Princé Henry, The Navigator

SECTION III - Renaissance Trade and Exploration

Behavioral Objective I

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the beginnings of exploration giving the reasons and the early explorers.

Activities for Objective I

The following pages to be studied and exercise to be worked out will help you to achieve this first behavioral objective. You will do all of the acitivities suggested.

1. (AWH-MAN) Study pp. 313-316 and learn the various reason given for the surge in exploring.

2. (AWH-MAN) Study pp. 316-320 and learn about the early Spanish and Portuguese explorers and explorations.

3. (AWH-MAN) You will draw, color, and label the map on p. 318 of your text. This will help you to visualize the routes of the explorers.

Behavioral Objective II

After finishing the activities that the teacher has suggested, you will be able on a written test to describe the expansions made by the European nations.

Activities for Objective II

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 321-324, and learn how the Portuguese and Spanish expanded and why they later declined.

2. (AWH-MAN) Study pp. 324-330. You will find a full explanation

Activities for Objective II (cont')

of the explorations of England, the Netherlands, France, and Russia.

Behavioral Objective III

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how exploration and colonization changed Europe.

Activities for Objective III

The following pages to be studied and exercises to be worked out will help you to achieve this third objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 330-333 and learn how the growth of trade effected the use of money and the growth of banking.

2. (AWH-MAN) Study pp. 333-334 and be able to explain the theory of mercantilism and the struggle between nations to become prosperous.

3. (AWH-MAN) Study p. 334 and learn how the colonies aided their mother country in terms of the mercantile theory.

SELF-EVALUATION III

I. IDENTIFY THE EXPLORER:

A. _____ sailed around the Cape of Good Hope.

B. _____ discovered Pacific Ocean.

C. _____ led the expedition that sailed around the world.

D. _____ sailed aroud Africa and across the Indian Ocean to India in 1498.

E. _____ established the first permanent settlement at Quebec.

II. TRUE OR FALSE:

_____ 1. England was the first country to become interested in exploration.

_____ 2. Prince Henry was the ruler of France during the 1300's.

_____ 3. The Spanish colonies were ruled by representatives of the king called viceroys.

_____ 4. The French purchased Manhattan Island from the Indians in 1626.

_____ 5. The mercantile theory stated that the wealth of a nation consisted of the supply of money and precious metals in the hands of the government or its people.

RESOURCES:

Books:

(HD)(AWH-MAN) A World History - Men and Nations, Mazour

Filmstrips:

(Lib) "Our Heritage from the Renaissance"

SECTION IV - Rise of National States in Europe

Behavioral Objective I

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the domination of Spain during the 1500's.

Activities for Objective I

The following pages to be studied and exercises to be worked out will help you to achieve this first behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 337-339 and learn about the reign of Charles V of Spain.

2. (AWH-MAN) Study p. 339. You will find a full explanation of the rule of Philip II, including Spain's relations with Portugal and England.

3. (AWH-MAN) Study p. 340 and learn about Spanish rule in the Netherlands and the Dutch Netherlands.

Behavioral Objective II

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how France emerged as a world power.

Activities for Objective II

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 343-343 and learn about the prospertiy and peace that came to France during the reign of Henry IV.

2. (AWH-MAN) Study p. 343. You will find a full explanation of the forceful rule of Cardinal Richelieu.

3. (AWH-MAN) Read p. 345-346 and learn about the Thirty Year's War and how France profited from it.

Activities for Objective II (cont')

4. (AWH-MAN) Draw, color, and label the map on p. 346 of your text. This shows the results of the Treaty of West Phalia which ended the Thirty Years' War.

Behavioral Objective III

After finishing the activities that the teacher has suggested, you will be able on a written test to describe the reign of Louis XIV of France.

Activities for Objective III

The following pages to be studied and exercises to be worked out will help you to achieve this behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) Study 347-348 and learn Louis XIV came to power and how he encouraged culture in France.

2. (AWH-MAN) Study pp. 348-349 and learn about the military policies and campaigns of Louis XIV.

3. (AWH-MAN) Read pp. 349-350 and learn how France declined after the long rule of Louis XIV.

Behavioral Objective IV

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how Russia and Prussia came to power.

Activities for Objective IV

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 351-353. You will find a full explanation of the rule of Peter the Great.

2. (AWH-MAN) Study pp. 353-355 and learn about the growth of Russia during the rule of Catherine the Great.

3. (AWH-MAN) Read pp. 358-360 and learn about Frederick I and Frederick II (Frederick the Great) of Prussia.

SELF-EVALUATION IV

TRUE OR FALSE:

_____ 1. Charles V was king of France in the 1600's.

_____ 2. The Dutch revolt was led by William the Silent.

_____ 3. Louis XIV is credited with the saying "I am the state."

_____ 4. The Treaty of Utrect ended the War of Spanish Succession.

_____ 5. Spain's Invincible Armada defeated England's navy in 1588.

_____ 6. Richelieu was an ignorant, soft ruler.

_____ 7. Spain dominated Europe during the 1500's.

_____ 8. Catherine the Great built the huge palace at Versailles.

_____ 9. Frederick I is known as Frederick the Great.

_____ 10. The Thirty Years' War was really a series of wars.

(SEE TEACHER FOR LAP TEST)

LAP

LEARNING

ACTIVITY

PACKAGE

SØ 0075557

THE AGE OF REVOLUTION

Ninety Six High School · Ninety Six, S.C.

WORLD HISTORY 102

REVIEWED BY

J.S.C.

LAP NUMBER 14

WRITTEN BY Mr. Campbell

22073

RATIONALE

Under the Stuart kings, England moved from the almost absolute rule of the great Tudors to a government in which the monarch had very little power and Parliament was supreme. There was a struggle by parliamentary leaders to limit the power of the king, believing that Parliament, representing the ruling group of the people, should have an effective voice in making laws.

The social structure of France in the late 1700's came under sharp criticism. The higher class people resisted any attempt to change while the oppressed group grew increasingly bitter. Violence resulted and brought sweeping changes to the Western world.

The age of reaction following the defeat of Napoleon was a time of conflicting objectives. Reactionaries opposed change while liberals aimed for individual freedoms. Uprisings in Latin America eventually brought independence from Spain.

The Age of Revolution was also apparent in the desire for freedom of action and thought. The Industrial Revolution was a sweeping change in the way goods were produced through a growth of technology.

Section I Resources

Books:

(HD) (AWH-MAN) A World History - Men and Nations, Mazour, pp. 366-382

(LIB) American Heritage - Periodical - The Golden Book of the American Revolution.

Filmstrips:

(LIB) "Western Europe Rebuilds"

(LIB) "Keystones of European Unity"

(LIB) "18th Century England"

Section I The English Revolution

BEHAVIORAL OBJECTIVE I:

After you have finished the activites that the teacher has suggested, you will be able on a written test to describe the almost absolute rule of the Tudor monarchs.

Activities for Objective I:

The following pages to be studies and exercises to be worked out will help you to achieve this first Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 366-370 and learn about the problems encountered under the rule of James I.

2. (AWH-MAN) Study p. 370 and learn about the firm, autocratic rule of Charles I.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how opposition to the Stuart kings led to a civil war.

Activities for Objective II:

The following pages to be studied and exercises to be worked out will help you to achieve this second Behavioral Objective. You will do all of the activities suggested.

Activities for Objective II:

The following pages to be studied and exercises to be worked out will help you to achieve this second Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 371-373 and see how growing opposition to Charles I led to the Long Parliament, civil war, and the Rump Parliament.

2. (AWH-MAN) Study page 373 and learn about the dictator rule of Oliver Cromwell.

3. (AWH-MAN) Study pp. 373-374 and learn about the restoration of monarchy in England by the rule of Charles II.

4. (AWH-MAN) Study pp. 374-375 and learn about James II and the Glorious Revolution.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how England was changed to a constitutional monarchy.

Activities for Objective III:

The following pages to be studied and exercises to be worked out will help you to achieve this third Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 375-377 and learn how, through the Bill of Right, the Act of Toleration, and the Act of Settlement, Parliament ultimately became the ruler of England.

2. (AWH-MAN) Study pp. 377-378 and see how the Prime Minister became the head of government and how English government exists today.

BEHAVIORAL OBJECTIVE IV:

After you have finished the activities that the teacher has suggested, you will be able on a written test to learn how the English political change helped bring about the Enlightenment.

Activities for Objective IV:

The following pages to be studied and exercises to be worked out will help you to achieve this Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 378-380 and learn how the Enlightenment began and some of the scientific achievements during this period.

2. (AWH-MAN) Study pp. 380-382 You will find a full explanation of the Enlightenment of France.

Self Evaluation I

True or False:

_____ 1. The Enlightenment is often said to have begun with the publication of Isaac Newton's Principia.

_____ 2. The Rump Parliament occured during the reign of James I.

_____ 3. The Cavaliers defeated the Roundheads in 1646.

_____ 4. Charles I was convicted and beheaded for treason in 1649.

_____ 5. John Locke is known as the "father of modern chemistry."

_____ 6. The French writer Voltaire is credited with the saying; "I do not agree with a word you say, but I will defend to the death your right to say it."

_____ 7. Cromwell ruled England as a dictator from 1649 to 1658.

_____ 8. Charles II has been called the "Merry Monarch."

_____ 9. Antoine Lavoisier named oxygen.

_____ 10. Sir Robert Walpole was the recognized leader of the Tories.

Section II Resources

Books:

(HD) (AWH-MAN) A World History - Men and Nations, Mazour pp. 401-422.

Filmstrips:

(LIB) "France in the 18th Century"

(LIB) "The Years of Revolution"

Section II The French Revolution

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the conditions that existed which brought about the French Revolution.

Activities for Objective I:

The following pages to be studies and exercises to be worked out will help you to achieve this first Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 402-404 and learn of the dissatisfaction with the Old Regime and the financial difficulties which existed in France.

2. (AWH-MAN) Study pp. 404-406. You will find a full explanation of the problems encountered by Louis XVI.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how the National Assembly overthrew the monarchy in France.

Activities for Objective II:

The following pages to be studied and exercises to be worked out will help you to achieve this second Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 406-409. You will learn how revolutionaries overthrew the Old Regime and how it attempted to create a workable government to replace it.

2. (AWH-MAN) Study pp. 409-410 and learn of the end of the constitutional monarchy.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how conditions supported the rise of Napoleon Bonaparte.

Activities for Objective III:

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (AWH-MAN) Read pp. 410-412 and learn how revolutionary actions spread and desperate measures adopted.

2. (AWH-MAN) Study pp. 412-413 and learn about the National Convention's 1795 constitution, "The Directory."

3. (AWH-MAN) On pp. 413-414 you will find a description of Napoleon's seizure of power.

BEHAVIORAL OBJECTIVE IV:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain the rule of Napoleon.

Activities for Objective IV:

The following pages to be studied and exercises to be worked out will help you to achieve this fourth Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 414-416 and learn of Napoleon's policies as a military leader and a statesman.

2. (AWH-MAN) Read pp. 416-417. You will find a full explanation of the war with the Third Coalition and the consequential expansion of Napoleon's power.

BEHAVIORAL OBJECTIVE V:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how Napoleon's rule was brought to an end.

Activities for Objective V:

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 417-420 and learn about the beginnings of uprisings against Napoleon including those of Spain and Russia.

2. (AWH-MAN) You will draw, color, and label the map on p. 419. This shows Napoleon's empire in 1810.

3. (AWH-MAN) Study p. 421 and learn about the lasting effects of the revolution and Napoleon.

Self Evaluation II

Fill in the blanks:

1. Napoleon was defeated at the Battle of _____.
2. The upper-class people of France were the _____.
3. The _____ was a program instituted by the National Convention in 1793 to suppress all opposition to its policies.
4. The government created by the Constitution of 1795 is known as the _____.
5. Napoleon's blockade of the British Isles was called the _____ _____.
6. The policy used by the Russians of burning or otherwise destroying everything on the land as they retreated is known as the _____ _____ policy.
7. _____ is known as the "Little Corporal."
8. The _____ were the members of the radical, mostly middle-class political group in France.
9. _____ was the king that was convicted and beheaded by the National Convention in 1793.
10. _____ warfare is a kind of unofficial warfare fought by volunteers behind the lines.

(SEE YOUR TEACHER FOR A PROGRESS TEST)

Section III Resources

Books:

(HD) (AWH-MAN) A World History - Men and Nations, Mazour pp. 423-437

Section III The Age of Reaction

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how the great powers readjusted boundaries and suppressed revolts.

Activities for Objective I:

The following pages to be studied and exercises to be worked out will help you to achieve this first Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 423-426 and learn about the Congress of Vienna and the territorial settlements.

2. (AWH-MAN) You will draw, color, and label the map on page 427 of your text. This shows the boundaries of Europe after the Congress of Vienna.

3. (AWH-MAN) Study p. 428 and learn how some nations formed alliances.

4. (AWH-MAN) Study pp. 428-429. You will find a full explanation of the influence of Prince Metternich.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will be able on a written test to discuss the Spanish colonies in Latin America.

Activities for Objective II:

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (AWH-MAN) Read pp. 430-432 and be able to describe the physical regions of Latin America and the society of the people that inhabited it.

2. (AWH-MAN) Study p. 432 and learn about the economy of the Spanish colonies.

3. (AWH-MAN) Study p. 432 and learn about the growing discontent of the colonists with their foreign-born rulers.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how revolutions brought independence to Latin American nations.

Activities for Objective III:

The following pages to be studied and exercises to be worked out will help you to acnieve this third Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study p. 433 and learn how Mexico and Central America gained independence.

2. (AWH-MAN) Study pp. 433-435 and see how New Granada, La Plata, and Peru gained independence.

3. (AWH-MAN) Study pp. 435-437 and learn how Brazil was freed without bloodshed.

4. (AWH-MAN) You will draw, color, and label the map on page 436 of your text. This shows the new nations of Latin America about 1825.

5. (AWH-MAN) Study p. 437 and learn about the Monroe Doctrine.

Self Evaluation III

Fill in the Blanks:

1. The _____ was a meeting of the leading statesmen of Europe to restore peach and order.

2. The first few years after the Napoleonic Era have been called a time of _____.

3. - 6. The four great powers that had done the most to defeat Napoleon were:

(3)_____, (4)_____

(5)_____, (6)_____

7. In New Granda, independence was won under the imspired leadership of _____.

8. The _____ established a "hands-off" policy of the U. S. to the nations of Europe concerning the Americas.

9. The colonial-born whites of Latin America were called_____.

10. _____ was the influential chief minister of Austria for thirty years after the Congress of Viennas.

Section IV Resources

Books:

(HD) (AWH-MAN) A World History - Men and Nations, Mazour pp. 439-456

Filmstrips:

(LIB) "Labor and Labor Unions" 178-F Eye-Gate

(LIB) "Karl Marx and Friedrich Engels" 170-C Eye-Gate

(LIB) "The Philosophy of Marxian Socialism" 17-D Eye-Gate

(LIB) "Better Ways of Living - The Growth of Our Nation" 58-I

(LIB) "Social Changes - 1865-1900" 80-H Eye-Gate

(LIB) "Labor Problems and New Areas of Industry" 80-E Eye-Gate

(LIB) "New Inventions and Industrial Development" 80-C Eye-Gate

(LIB) "New Processes and Industrial Development" 80-B Eye-Gate

(LIB) "Robert Fulton" 92-F Curriculum Films

(LIB) "Samuel F. Morse" 92-N Curriculum Films

(LIB) "Eli Whitney" 92-W Curriculum Films

Section IV The Industrial Revolution

BEHAVIORAL OBJECTIVE I

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the beginnings of the Industrial Revolution in England.

Activities for Objective I:

The following pages to be studied and exercises to be worked out will help you to achieve this first Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 440-441 and learn what the Industrial Revolution was and how it began in agriculture.

2. (AWH-MAN) Study pp. 441-442. You will find a full explanation of the mechanization of the cotton industry.

3. (AWH-MAN) Study pp. 442-443 and be able to tell about the development of the steam engine, iron and steel, and other devices which aided in industrialization.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how communication and transportation improved and how this aided the industrialization process.

Activities for Objective II:

The following pages to be studied and exercises to be worked out will help you to achieve this second Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study p. 444 and learn how and what advances were made to better transportation.

2. (AWH-MAN) Study 444-446 and learn about the communications revoluation.

3. (AWH-MAN) Study p. 446 and learn how the idea of industrialism spread.

BEHAVIORAL OBJECTIVE III:

After finishing the activities that the teacher has suggested, you will be able on a written test to describe the effect that the Industrial Revolution had on society.

Activities for Objective III:

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (AWH-MAN) Study p. 447 and you will be able to discuss the changes brought about by the Industrial Revolution and the resulting growth of the cities.

2. (AWH-MAN) Study pp. 447-449 and learn how the Industrial Revolution separated the social classes.

3. (AWH-MAN) Study pp. 449-450 and learn about the poor working conditions and living conditions in the early days of the Industrial Revolution.

BEHAVIORAL OBJECTIVE IV:

After you finish the activities that the teacher has suggested, you will be able on a written test to describe how living and working conditions improved as the Industrial Revolution progressed.

Activities for Objective IV:

The following pages to be studied and exercises to be worked out will help you to achieve this fourth Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 450-451 and learn how economists attacked the ideas of mercantilism.

2. (AWH-MAN) Study pp. 451-452. You will find a full explanation of the growing concern of having laws to protect the worker.

3. (AWH-MAN) Study page 453 and learn how unions aided the cause of the worker.

BEHAVIORAL OBJECTIVE V:

After finishing the activites that the teacher has suggested, you will be able on a written test to describe the economic theory of the socialists.

Activities for Objective V:

The following pages to be studied and exercises to be worked out will help you achieve this objective. You will do all o the activities suggested.

1. (AWH-MAN) Study pp. 453-454. You will be able to give a definition of socialism as well as describe the plans of some early utopian socialists.

2. (AWH-MAN) Study pp. 454-456 and learn the economic theory of Karl Marx.

Self Evaluation IV

Matching:

_____ 1.	Henry Bessemer	_____ 6.	Robert Owen
_____ 2.	Robert Fulton	_____ 7.	Charles Goodyear
_____ 3.	Karl Marx	_____ 8.	John Kay
_____ 4.	James Watt	_____ 9.	Cyrus McCormick
_____ 5.	Jethro Tull	_____ 10.	Eli Whitney

a. presented socialist theory in Communist Manifesto.

b. influential Welsh utopian socialist

c. invented the reaper

d. invented the cotton gin

e. produced the first modern steam engine

f. invented the flying shuttle

g. invented the seed drill

h. discovered a new way of making steel

i. discovered a process for "curing" rubber

j. invented the steam boat

(SEE YOUR TEACHER FOR A LAP TEST)

LAP

LEARNING

ACTIVITY

PACKAGE

SØ 007557

THE WORLD AT WAR

Ninety Six High School - Ninety Six, S.C. -

Social Studies 102

REVIEWED BY J.A.R.

LAP NUMBER 15

WRITTEN BY Tommy Campbell

31273

RATIONALE

In this LAP you will see how imperialism, a kind of empire building which began about 1870, created rivalries and tensions in the world. You will see how imperialism engulfed the continent of Africa and infested the Far East. You will see the reasons these areas were effected and the lasting results of imperialistic control.

Imperialism, along with nationalism and colonialism, was a major cause of World War I. The interdependence between nations and the alliances created made this war different from any other in history. The crucial period following World War I was a time when men tried to rebuild a lasting peace. You will see the mistakes that were made and the uneasiness that resulted.

SECTION I: Resources

BOOKS:

(HD)(AWH-MAN) A World History - Men and Nations, Mazour, pp. 479-506.

FILMSTRIPS:

(Lib) "America as a World Power Before 1918"

(Lib) "Toward European Unity"

SECTION I - Growing Nationalism

Behavioral Objective 1:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe how Prussia became the leading state in the German Confederation.

Activities for Objective 1:

The following pages to be studied and exercises to be worked out will help you to achieve this first behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) - Study pp. 479-480 and learn how Prussia was ruled during the Napoleonic Era.

2. (AWH-MAN) - Study p. 481. You will find a full explanation of the customs union called the Zollverein.

3. (AWH-MAN) - Study p. 483 and learn about the revolutions of 1848.

4. (AWH-MAN) - Read pp. 483-484 and learn about the strength of Bismarck and Prussia.

Behavioral Objective 2:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain how Prussia created a united German Empire.

Activities for Objective 2:

1. (AWH-MAN) Study p. 484 and learn the facts about the Danish War.

2. (AWH-MAN) Read pp. 484-486 and study about the Seven Weeks' War.

3. (AWH-MAN) You will draw, color, and label the map on page 486 of your text. This shows the unification of Germany from 1865-1871.

4. (AWH-MAN) Study pp. 486-187 and learn about the Franco-Prussian War.

5. (AWH-MAN) Study pp. 487-488 and learn about the formation of the German Empire.

Behavioral Objective 3:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain how industrialization and socialism created problems for Germany.

Activities for Objective 3:

The following pages to be studied and exercises to be worked out will help you to achieve this third behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 488-489 and learn about the opposition to Bismarck's policies.

2. (AWH-MAN) Read pp. 489-490. You will find a full explanation of the growth of industry and the change of social patterns in Germany.

3. (AWH-MAN) Study pp. 490-491 and learn about the policies of Bismarck concerning socialists and foreign powers.

4. (AWH-MAN) Study p. 491 and see why Bismarck was forced to resign.

Behavioral Objective 4:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain how division within Italy caused difficulties.

Activities for Objective 4:

The following pages to be studied and exercises to be worked out will help you to achieve this fourth behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 494-495 and learn how Italian nationalism supported movements for unification.

2. (AWH-MAN) Study p. 495 and Cavour increased the standing of Sardinia in European affairs.

3. (AWH-MAN) You will draw, color, and label the map on page 495 of your text showing the unification of Italy in 1858-1870.

4. (AWH-MAN) Read pp. 495-496. You will find a full explanation of Napoleon III and the war with Austria.

5. (AWH-MAN) Read pp. 496-498 and learn about the influence of Giuseppe Garibaldi and his army of Red Shirts.

6. (AWH-MAN) Study pp. 498-499 and learn how Italy became unified and about the problems it encountered.

Behavioral Objective 5:

After completing the activities that the teacher has suggested, you will be able on a written test to explain why much interest was focused on the Balkan nations.

Activities for Objective 5:

The following pages to be studied and exercises to be worked out will help you to achieve this behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 499-500 and learn about the benefits and problems of the Dual Monarchy.

2. (AWH-MAN) Study pp. 500-501 and about the problems of the Ottoman Empire.

3. (AWH-MAN) Read pp. 501-503. You will find a full explanation of discontent in the Balkan area and the consequential Balkan Wars.

4. (AWH-MAN) You will draw, color, and label the map on page 502 of your text. This shows the decline of the Ottoman Empire 1683-1913.

Behavioral Objective 6:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe how Russia remained a rigid autocracy.

Activities for Objective 6:

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 503-504 and learn about Russian domestic and foreign policies during the early 1800's.

2. (AWH-MAN) Read pp. 504-505. You will find a full explanation of Alexander II and his reforms.

3. (AWH-MAN) Study pp. 505-506 and learn about the radical groups and their influence.

4. (AWH-MAN) Study p. 506 and learn the facts of the Revolution of 1905.

SELF-EVALUATION I

TRUE OR FALSE:

_____ 1. Napoleon's rule stimulated nationalism in the German states.

_____ 2. The Junkers were a group of Italian revolutionaries.

_____ 3. Otto von Bismarck acted as prime minister under William I.

_____ 4. Giuseppe Garibaldi was known as the "Iron Chancellor."

_____ 5. The Social Democratic Workingmen's Party was an organization of socialist reformers in Germany.

_____ 6. Count Cavour urged unity and industrialization for Sardinia.

_____ 7. The Dual Monarchy was formed to ease the tensions between Austria and Hungary.

_____ 8. Mazzini was the leader of army known as the Red Shirts.

_____ 9. Nichilists and Populists were two groups of radicals in Russia in the 1860's.

_____ 10. The Duma was the name given to the head of the German government in the early 1800's.

SECTION II - Resources

BOOKS:

(HD)(AWH-MAN) A World History-Men and Nations, Mazour, pp. 529-566.

FILMSTRIPS:

(Lib) "North African in Ferment" 59F

(Lib) "Opportunity in Southeast Asia" 52F

(Lib) "F_rment in Southeast Asia" 59F

SECTION II - Imperialism

Behavioral Objective 1:

After you have finished the activities that the teacher has suggested, you will be able on a written test to display an understanding of the kind of empire building known as imperialism.

Activities for Objective 1:

The following pages to be studied and exercises to be worked out will help you to achieve this first behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 529-531 and learn of the basic reasons for imperialism and its development.

2. (AWH-MAN) Study p. 532. You will find a full explanation of the nature of imperialism.

3. (AWH-MAN) After reading and studying pp. 529-532, you will be able to give a good definition of imperialism and answer questions concerning its effects.

Behavioral Objective 2:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how Africa became a field of imperialism.

Activities for Objective 2:

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 532-538 and learn how European imperialists gained control of North Africa.

2. (AWH-MAN) Study pp. 538-542 and learn how European nations carved up western and central Africa.

3. (AWH-MAN) Study pp. 542-546 and see how imperialism engulfed southern and eastern Africa.

4. (AWH-MAN) You will draw, color, and label the map on page 534 of your text. This shows the effects of imperialism in Africa by 1914.

Behavioral Objective 3:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain how imperialism affected the Far East.

Activities for Objective 3:

The following pages to be studied and exercises to be worked out will ehlp you to achieve this third behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 549-553 and see how the British secured control over India.

2. (AWH-MAN) Read pp. 554-557. You will find a full explanation of how Japan ended its isolation and became a powerful nation.

3. (AWH-MAN) Study pp. 557-561 and learn how China came under influence by imperialism.

4. (AWH-MAN) Study pp. 561-566 and see how China and Southeast Asia fell under imperialist domination.

5. (AWH-MAN) You will draw, color, and label the map on page 559 of your text. This shows the effects of imperialism in the Far East by 1914.

SELF-EVALUATION II

FILL IN THE BLANKS:

1 - 4. Four types of imperialistic control are

(1) _____

(2) _____

(3) _____

(4) _____

5. _____ was the principle promoter of British power in South Africa.

6. The period in Japanese history when this nation became modernized is known as the _____.

7. After 1858 India was ruled directly by the _____ government.

8. The attacks by the Chinese on all foreigners in the early 1900's is known as the _____.

9. The _____ said that no nation would claim exclusive trading rights, and all nations could have equal rights to trade anywhere in China.

10. One of the most important of all the explorers of Africa was _____ _____.

(SEE YOUR TEACHER FOR A PROGRESS TEST.)

SECTION III - Resources

BOOKS:

(HD)(AWH-MAN) A World History-Men and Nations, Mazour, pp. 584-598.

FILMSTRIPS:

(Lib) "The United States in the World War"

(Lib) "The Cry for Reform and Equality 1908-1914"

(Lib) "New Freedom and World War I" SVE-A367-14C

SECTION III - WORLD WAR I

Behavioral Objective 1:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how conflicting national interests set the stage for war.

Activities for Objective 1:

The following pages to be studied and exercises to be worked out will help you to achieve this first behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 584-586 and see how nationalism, imperialism, and militarism promoted war.

2. (AWH-MAN) Study pp. 586-589. You will find a full explanation of the system of alliances that were formed in preparation for war.

3. (AWH-MAN) You will draw, color, and label the map on page 588 of your text. This shows the rival alliances in Europe.

Behavioral Objective 2:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how fighting began and spread throughout Europe.

Activities for Objective 2:

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 589-591 and see how conflicts in the Balkans and the assassination of the Archduke Ferdinand caused a war between Austria and Serbia.

2. (AWH-MAN) Study p. 591 and see why Germany, Russia, and France joined the war.

3. (AWH-MAN) Read pp. 591-592 and see how Great Britain and other nations entered the different sides of the conflict.

Behavioral Objective 3:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain how World War I was different from any other in history.

Activities for Objective 3:

The following pages to be studied and exercises to be worked out will help you to achieve this third behavioral objective. You will do all of the activities suggested.

SECTION III (cont')

1. (AWH-MAN) Study p. 593 and learn how the opposing sides used new innovations in warfare.

2. (AWH-MAN) Study pp. 594-595 and learn about the war from 1914-1916 and the stalemate of 1916.

3. (AWH-MAN) Study pp. 595-598 and see what role the United States played in World War I.

4. (AWH-MAN) You will draw, color, and label the map on page 594 of your text. This shows the divisions in Europe during World War I.

SELF-EVALUATION III

TRUE OR FALSE:

_____ 1. Russia, France, and Great Britain joined to form the Triple Alliance.

_____ 2. In the 1800's most European nations began to build reserve armies.

_____ 3. Philanthropists are men interested in the welfare of the human race.

_____ 4. Russia sank the German passenger liner Lusitania in May, 1915.

_____ 5. Belligerents are the nations who remain neutral in a war.

_____ 6. The assassination of Archduke Ferdinand was a major cause of World War I.

_____ 7. The United States fought on the same side as Russia in World War I.

_____ 8. France was the first nation to make use of submarines.

_____ 9. Propaganda is systematic efforts to influence public opinion.

_____ 10. Italy remained neutral throughout World War I.

SECTION IV - Resources

BOOKS:

(HD)(AWH-MAN) A World History-Men and Nations, Mazour, pp. 598-606.

FILMSTRIPS:

(Lib) "An Uneasy Postwar Period" SVE-A367-15C

SECTION IV - Prospects for Lasting Peace

Behavioral Objective 1:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how the Central Powers were defeated and explain the Fourteen Points.

Activities for Objective 1:

The following pages to be studied and exercises to be worked out will help you to achieve this first behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 598-599 and learn the ideal of the United States as expressed in Wilson's Fourteen Points.

2. (AWH-MAN) Study pp. 599-600 and see how the Central Powers were defeated.

Behavioral Objective 2:

After having finished the activities that the teacher has suggested, you will be able on a written test to discuss the peace conference at Paris and the problems encountered there.

Activities for Objective 2:

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (AWH-MAN) Study p. 600. You will find a full explanation of the peach conference in Paris.

2. (AWH-MAN) Confusion and conflicting ambitions caused problems for the peacemakers. Read pp. 600-602 and find out about these problems.

Behavioral Objective 3:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the features of some of the most important treaties following World War I.

Activities for Objective 3:

The following pages to be studied and exercises to be worked out will help you to achieve this objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 602-604 and learn about the Versailles Treaty with Germany.

2. (AWH-MAN) You will draw, color, and label the map on page 603 of your text which shows Europe after World War I.

3. (AWH-MAN) Study pp. 604-605 and learn the effects of the war and the treaties on other European nations.

Behavioral Objective 4:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe the formation of the League of Nations.

Activities for Objective 4.

The following pages to be studied and exercises to be worked out will ehlp you to achieve this last behavioral objective. You will do all of the activities suggested.

1. (AWH-MAN) Study p. 605 and learn how the League of Nations was formed and the ideals for which it tried.

2. (AWH-MAN) After studying pp. 605-606, you will be able to give reasons for the failure of the League of Nations.

SELF-EVALUATION IV

I. Matching:

____ 1. League of Nations

____ 2. Versailles Treaty

____ 3. reparations

____ 4. Fourteen Points

____ 5. armistice

A. list of allied aims in World War I

B. an agreement to stop fighting until a treaty can be drawn up

C. post-war agreement with Germany

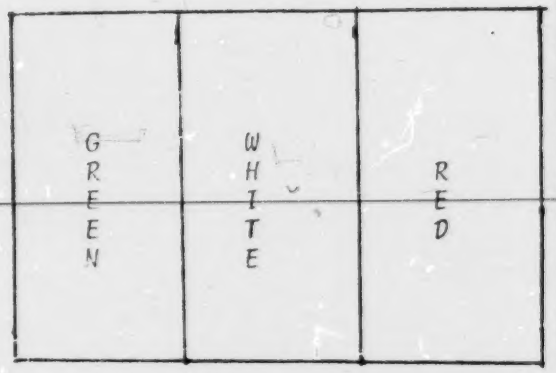
D. payment for war damages

E. world organization formed to keep the peace

II. Fill in the blanks:

1. Delegates of the victorious nations met in _____ in 1919 to write the peace treaties.
2. The member of the Big Four from Great Britain was _____.
3. The Treaty of Versailles made _____ admit that it alone was guilty of starting the war.
4. _____ wrote the covenant of the League of Nations.
5. Approximately _____ people lost their lives in World War I.

LEARNING ACTIVITY PACKAGE



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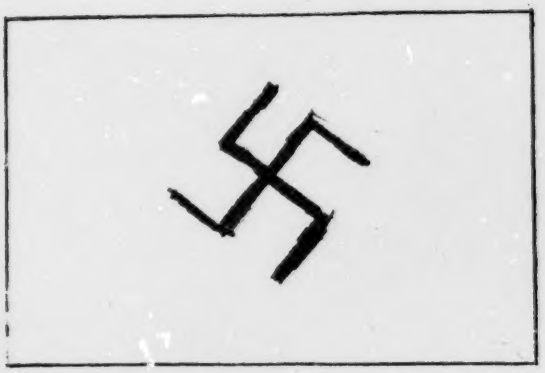

GERMANY

TOTALITARIANISM

S000755J

Ninety Six High School
Ninety Six, S.C.

SOCIAL STUDIES 102

REVIEWED BY

LAP NUMBER 16

WRITTEN BY Tommy Campbell

4273

R A T I O N A L E

Totalitarianism, the system in which the government controls almost every aspect of an individual's life, greatly affected the world after World War I. In Russia, Italy, and Germany totalitarianism became especially powerful and dangerous.

The two major forms of totalitarianism since World War I have been communism and fascism. Russia became a communist dictatorship and fascist dictatorships came to power in Italy and Germany.

Interdependence of nations became necessary as protection against outside forces. Alliances were formed to secure the balance of power. Local aggressions expanded and worldwide tensions developed.

This LAP deals with the events leading up to and the actual incidents of World War II. Some historians believe it to actually be a continuation of World War I; others see major differences between the two. In the words of one historian, World War II "was, as never before, a war between whole nations, and women and children figured very high among the death roles."

Section I Resources

Books:

(HD) (AWH-MAN) A World History - Men and Nations, Mazour chapter 34

Filmstrips:

(Lib)

Section I Totalitarianism

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how the Bolsheviks came to power in Russia.

Activities for Objective I:

The following pages to be studied and exercises to be worked out will help you to achieve this first Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 683-684 and learn about the fall of the czarist regime.
2. (AWH-MAN) Study pp. 684-686. You will find a full explanation of the Bolsheviks and their leader N. Lenin.
3. (AWH-MAN) Study pp- 686-687 and learn about the civil war in Russia.
4. (AWH-MAN) Read p. 687 and see the changes made by the communists.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain how Russia tried to build a society according to Marxist theory.

Activities for Objective II:

The following pages to be studied and exercises to be worked out will help you to achieve this Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study p. 688 and learn about communism in Russia.
2. (AWH-MAN) Study pp. 688 - 689 and learn about the New Economic Policy of Russia.
3. (AWH-MAN) Read p. 689. You will find a description of the

rule of Joseph Stalin.

4. (AWH-MAN) Read pp. 689-690 and find out about the Five-Year Plans.

5. (AWH-MAN) Study pp. 690-691 and learn about Russia as a police state.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how Mussolini imposed a facist dictatorship in Italy.

Activities for Objective III:

The following pages to be studied and exercises to be worked out will help you to achieve this Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study p. 692 and learn about Mussolini and his doctrine of facism.
2. (AWH-MAN) Study pp. 692-693 and see how Mussolini rose to power.
3. (AWH-MAN) Study pp. 693-694 and learn about Italy as a police state.

BEHAVIORAL OBJECTIVE IV:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe how the Nazis, under Adolf Hitler, seized control of Germany.

Activities for Objective IV:

The following pages to be studied and exercises to be worked out will help you to achieve this Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 694-695 and learn about the Weimar Republic of Germany.
2. (AWH-MAN) Study pp. 695-698 and learn about the beginnings of the Nazi Party under Adolf Hitler.
3. (AWH-MAN) Read pp. 698-699 and learn about Adolf Hitler's rise to power in Germany.
4. (AWH-MAN) Study p. 699. You will find an explanation of the Nazi program in action.

SELF EVALUATION I

Fill in the blanks:

1. The leader of the Bolsheviks was _____.
2. The system created by Lenin to allow some free enterprise to stimulate Russia's economy was the_____.
3. _____ _____ came to power in Russia after the death of Lenin.
4. _____ was the leader known as "il Duce."
5. The _____ was the constitution that made Germany a federal republic.
6. The doctrine created by Mussolini was known as _____.
7. _____ is the system in which the government controls almost every aspect of an individuals life.
8. _____ took the title of "der Führer".
9. The National Socialist German Workers' Party was also known as the _____ _____.
10. The Black Shirts were members of the _____ Party.

Section II Resources

Books:

(HD) (AWH-MAN) A World History - Men and Nations, Mazour Chapter 35

Filmstrips:

(LIB) "Global War For A Free World" - Part I 1940-1942
Pictorial Film Encyclopedia of American History

(LIB) "Communist Expansion in Europe"
McGraw-Hill 643066

Section II Fascism

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how Japan and Italy began the aggressiveness which led to World War II.

Activities for Objective I:

The following pages to be studied and exercises to be worked out will help you to achieve this first Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 702-704 and see how Japan became militarized.
2. (AWH-MAN) Read page 704. You will find an explanation of Japan's attack on Manchuria.
3. (AWH-MAN) Study pp. 704-705 and learn about the war in China.
4. (AWH-MAN) You will draw, color, and label the map on p. 705 of your text showing the expansion of Japan from 1930 to 1939.
5. (AWH-MAN) Study p. 706 and learn about Italy's defeat of Ethiopia.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain how the civil war in Spain led to the intervention by foreign powers.

Activities for Objective II:

The following pages to be studied and exercises to be worked out will help you to achieve this Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study page 707 and learn about the Spain of the early 1900's and the Spanish Republic.
2. (AWH-MAN) Study pp. 707-709 and learn about the Spanish Civil War.
3. (AWH-MAN) Read pp. 709-710 and find out about Franco's victory.
4. (AWH-MAN) Study page 710 and learn about Spanish fascism.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how Hitler annexed Austria and Czechoslovokia.

Activities for Objective III:

The following pages to be studied and exercises to be worked out will help you to achieve this Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study page 711 and find out about Hitler's technique of aggression.
2. (AWH-MAN) Study pp. 711-712 and learn about Anschluss with Austria.
3. (AWH-MAN) Study page 712 and find out about Czechoslovakia and the Sudelen crisis.
4. (AWH-MAN) Read pp. 712-714. You will find an explanation of the appeasement at Munich.
5. (AWH-MAN) You will draw, color, and label the map on page 713 of your text. This shows the aggressions leading to World War II.

BEHAVIORAL OBJECTIVE IV:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explian how Hitler's attack on Poland began World War II.

Activities for Objective IV:

The following pages to be studied and exercises to be worked out will help you to achieve this Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 714-715 and learn how Europe prepared for war.
2. (AWH-MAN) Study page 715. You will find an explanation of the Hitler-Stalin Pact.
3. (AWH-MAN) Read pp. 715-717 and learn how Hitler gained control of Danzig.

SELF EVALUATION II

True or False:

_____ 1. An appeasement is the policy of attempting to preserve peace by yielding to the demands of an aggressor.

_____ 2. The Kellogg-Briand Pact prevented the building of warships for ten years.

_____ 3. By 1932 Japan was completely controlled by the militarists.

_____ 4. Japan was never able to gain territory in China.

_____ 5. The Axis Powers were Great Britain and France.

_____ 6. The Falange party of Spain was determined to preserve the power of the army, landowners, and the church.

_____ 7. Franco's Spanish government was modeled after Mussolini's dictatorship.

_____ 8. France and Great Britain followed a policy of nonintervention in the Spanish Civil War.

_____ 9. Chamberlain of Great Britain prevented Germany from obtaining the Sudetenland.

_____ 10. Great Britain and France joined forces with Poland against Germany.

(SEE YOUR TEACHER FOR A PROGRESS TEST)

Section III Resources

Books:

(HD) (AWH-MAN) A World History-Men and Nations Mazour Chapter 36

Filmstrips:

(Lib) "Global War For a Free World" Parts 2 and 3
Pictorial Film Encyclopedia of American History
(Lib) "World War II" Eye-Gate 98-I
(Lib) "World War II, Overseas"

Section III World War II

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain how German forces overran Western Europe.

Activities for Objective I:

The following pages to be studied and exercises to be worked out will help you to achieve this first Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study page 720 and learn how Russia began a westward movement.
2. (AWH-MAN) Read pp. 720-721 and be able to describe Nazi advancements in Scandinavia and the low countries.
3. (AWH-MAN) Study pp. 721-722 and learn of the fall of France.
4. (AWH-MAN) Study page 722. You will find an explanation of the Battle of Britain.
5. (AWH-MAN) You will draw, color, and label the map on page 723 of your text. This shows World War II in western Europe.
6. (AWH-MAN) Study pp. 723-726 and learn how the United States became involved and the provisions of the Atlantic Charter.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will be able on a written test to describe how the United States and Russia were drawn into the war.

Activities for Objective II:

The following pages to be studied and exercises to be worked out will help you to achieve this Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study page 727 and find out about the war in Eastern Europe and the Mediterranean.
2. (AWH-MAN) Study pp. 727-728 and learn about Germany's attack on Russia.
3. (AWH-MAN) Read pp. 728-729. You will find a description of the Russian defense.
4. (AWH-MAN) Study page 729 and learn about Hitler's "New Order" and "Final Solution."
5. (AWH-MAN) Study pp. 729-731 and be able to describe Japanese aggressions and the American's entry into World War II.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will be able on a written test to tell how the tide of battle turned atainst the Axis powers.

Activities for Objective III:

The following pages to be studied and exercises to be worked out will help you to achieve this Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 731-732 and learn about the battle of Stalingrad.
2. (AWH-MAN) Study page 732 and learn about the war in North Africa.
3. (AWH-MAN) Read page 732 and study the invasion of Italy.
4. (AWH-MAN) Study pp. 732-735 and learn about sea and air attacks and the war in the Pacific.
5. (AWH-MAN) You will draw, color, and label the map on page 735 of your text. This shows Wrold War II in the Pacific.

BEHAVIORAL OBJECTIVE IV:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain how victories over Germany and Japan ended World War II.

Activities for Objective IV:

The following pages to be studied and exercises to be worked out will help you to achieve this Behavioral Objective. You will do all of the activities suggested.

1. (AWH-MAN) Study pp. 736-737 and learn about the allied victory in Europe.
2. (AWH-MAN) Read page 737 and study about the defeat of the Japanese.
3. (AWH-MAN) Study pp. 737-740 and learn about the conferences at Yalta and Potsdam.
4. (AWH-MAN) Study page 740 and learn about the costs of World War II.

SELF EVALUATION III

I. Matching:

_____ 1. Atlantic Charter
_____ 2. D-Day
_____ 3. Final Solution
_____ 4. V-E Day
_____ 5. New Order

a. Allied invasion of Normandy
b. day of victory in Europe
c. announced the war aims of the democracies
d. Hitler's plan for a single organized political and economic stystem for Europe.
e. Hitler's plan for the annihilation of entire Jewish population of Europe.

II. Match the men:

_____ 6. Tito
_____ 7. Rommel
_____ 8. Montgomery
_____ 9. Eisenhower
_____ 10. MacArthur

f. British general in North Africa
g. Allied commander in Europe
h. leader of Yugoslvaian guerrilla troops
i. leader of American forces in the Pacific
j. the "Desert Fox"